

ST JAMES-GAILLARD ELEMENTARY

PO Box 250

Eutawville, South Carolina 29048

GRADES K-5 Elementary School

ENROLLMENT 326 Students

PRINCIPAL Michelle A. Wilson 803-492-7927

SUPERINTENDENT David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	61	43	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

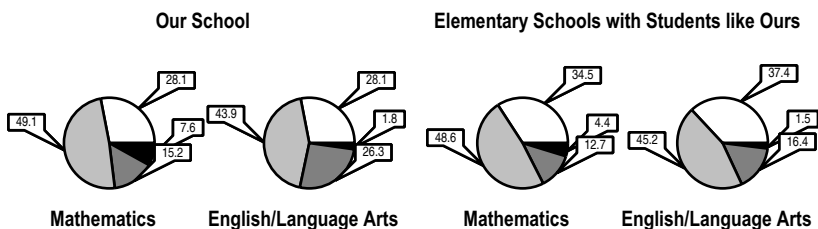
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	56	37
Percent satisfied with learning environment	95.7%	89.3%	97.3%
Percent satisfied with social and physical environment	100.0%	87.5%	73.0%
Percent satisfied with home-school relations	73.9%	91.1%	82.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	187	99.5	28.1	43.9	26.3	1.8	28.1	17.6
Gender								
Male	92	98.9	33.7	43.0	23.3	N/A	23.3	17.6
Female	95	100.0	22.4	44.7	29.4	3.5	32.9	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	182	99.5	28.3	43.4	26.5	1.8	28.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	169	100.0	25.2	45.2	27.7	1.9	29.7	17.6
Disabled	18	94.4	56.3	31.3	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	187	99.5	28.1	43.9	26.3	1.8	28.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	186	99.5	28.2	43.5	26.5	1.8	28.2	17.6
Socio-Economic Status								
Subsidized meals	167	99.4	30.3	44.7	25.0	N/A	25.0	17.6
Full-pay meals	20	100.0	10.5	36.8	36.8	15.8	52.6	17.6

Mathematics								
All students	187	99.5	28.1	49.1	15.2	7.6	22.8	15.5
Gender								
Male	92	98.9	30.2	51.2	15.1	3.5	18.6	15.5
Female	95	100.0	25.9	47.1	15.3	11.8	27.1	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	182	99.5	27.7	49.4	15.1	7.8	22.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	169	100.0	24.5	51.6	15.5	8.4	23.9	15.5
Disabled	18	94.4	62.5	25.0	12.5	N/A	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	187	99.5	28.1	49.1	15.2	7.6	22.8	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	186	99.5	27.6	49.4	15.3	7.6	22.9	15.5
Socio-Economic Status								
Subsidized meals	167	99.4	30.9	48.7	15.8	4.6	20.4	15.5
Full-pay meals	20	100.0	5.3	52.6	10.5	31.6	42.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	15.6	45.3	39.1	N/A	39.1
	Grade 4	63	N/A	14.3	39.7	46.0	N/A	46.0
	Grade 5	64	N/A	39.7	49.2	11.1	N/A	11.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	100.0	7.1	38.1	47.6	7.1	54.8
	Grade 4	72	98.6	25.0	43.8	31.3	N/A	31.3
	Grade 5	68	100.0	44.6	47.7	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	4.7	31.3	35.9	28.1	64.1
	Grade 4	63	N/A	28.6	39.7	25.4	6.3	31.7
	Grade 5	64	N/A	33.3	47.6	17.5	1.6	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	100.0	14.3	35.7	26.2	23.8	50.0
	Grade 4	72	98.6	23.4	56.3	17.2	3.1	20.3
	Grade 5	68	100.0	41.5	50.8	6.2	1.5	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 326)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.1%	2.4%
Attendance rate	95.8%	Down from 99.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.4%	Up from 12.9%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.1%	Up from 2.3%	8.3%	8.0%
Older than usual for grade	0.6%	Down from 0.9%	2.7%	1.1%
Suspended or expelled	0.6%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Up from 58.3%	47.2%	50.0%
Continuing contract teachers	91.3%	Up from 87.5%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.5%	No change	81.9%	86.2%
Teacher attendance rate	95.0%	Down from 96.3%	94.9%	95.3%
Average teacher salary	\$41,577	Up 3.0%	\$39,007	\$39,909
Prof. development days/teacher	14.5 days	Down from 18.1 days	13.5 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	20.5 to 1	Down from 20.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 93.4%	88.5%	89.7%
Dollars spent per pupil*	\$6,034	Up 5.3%	\$6,389	\$5,892
Percent spent on teacher salaries*	59.9%	Up from 57.7%	65.8%	66.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	98.1%	Up from 91.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. James-Gaillard Elementary School had a very successful school year focusing on teambuilding and "raising the bar" academically for all students. Goals were set for all teachers to raise expectations for students in all areas of the curriculum. Students were challenged on every level. High expectations, curriculum planning, and teamwork have brought the staff and students of St. James-Gaillard Elementary even closer as a school family.

For the continued development of the staff, a facilitator worked throughout the year helping to build teamwork and camaraderie. The administration and staff continue to make great strides with extending their knowledge of the curriculum and instructional strategies to ensure student success. Many staff members attended graduate classes, in-services, and workshops pertinent to their area.

Program initiatives for the year include the following: Nifty Fifty homogeneous grouping, remediation from fine arts teachers, PACT Night, PACT Day every Thursday, Question of the Day each morning, early morning reinforcement work on previously taught skills, Saxon Math, Saxon Phonics, Accelerated Math, Accelerated Reader, Literacy First strategies, early bird computer classes, After School Comprehensive Remediation, Standards in Practice, and after school tutoring for advanced students. In addition, the services of consultants were utilized in ELA, social studies, and writing.

The grant, Project Summer L.O.R.E. (Lower Orangeburg Reading Environments), continues to provide funds to help students in Child Development through second grade with language skills.

St. James-Gaillard Elementary School has the support of an excellent School Improvement Council, PTO, and community sponsors. With their assistance, we continue to improve our school. We are on the road to success!

Michelle A. Wilson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.